

Chesnee Elementary
212 North Alabama Avenue
Chesnee, SC 29323

Grades	PK-5 Elementary School	
Enrollment	454 Students	
Principal	Robert P. Ledford	864-461-7322
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mrs. Connie Smith	864-578-0128

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	38	57	5	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes

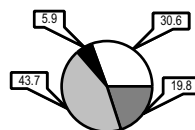
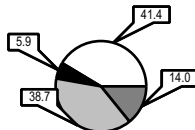
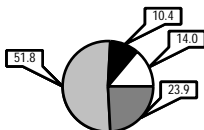
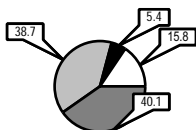
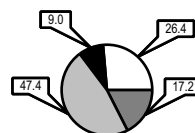
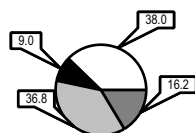
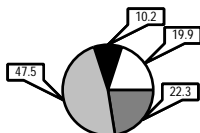
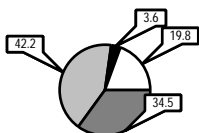
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	234	100.0	15.8	38.7	40.1	5.4	58.1	Yes	Yes
Gender									
Male	116	100.0	18.9	39.6	37.8	3.6	51.4		
Female	118	100.0	12.6	37.8	42.3	7.2	64.9		
Racial/Ethnic Group									
White	190	100.0	13.8	38.1	42.0	6.1	60.2	Yes	Yes
African American	35	100.0	21.9	46.9	31.3	0.0	43.8	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	199	100.0	15.3	36.8	41.6	6.3	62.6		
Disabled	35	100.0	18.8	50.0	31.3	0.0	31.3	I/S	I/S
Migrant Status									
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	230	100.0	16.1	39.4	39.4	5.0	57.3		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	100.0	15.0	39.0	40.4	5.6	57.7		
Socio-Economic Status									
Subsidized meals	140	100.0	22.5	40.3	34.9	2.3	50.4	Yes	Yes
Full-pay meals	94	100.0	6.5	36.6	47.3	9.7	68.8		

Mathematics – State Performance Objective = 36.7%									
All Students	234	100.0	14.0	51.8	23.9	10.4	58.6	Yes	Yes
Gender									
Male	116	100.0	11.7	51.4	25.2	11.7	58.6		
Female	118	100.0	16.2	52.3	22.5	9.0	58.6		
Racial/Ethnic Group									
White	190	100.0	11.0	53.0	24.3	11.6	63.0	Yes	Yes
African American	35	100.0	28.1	46.9	21.9	3.1	37.5	I/S	I/S
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	199	100.0	12.6	48.4	26.8	12.1	64.2		
Disabled	35	100.0	21.9	71.9	6.3	0.0	25.0	I/S	I/S
Migrant Status									
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S		
Non-Migrant	230	100.0	13.8	51.8	24.3	10.1	58.7		
English Proficiency									
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	100.0	13.6	52.1	23.5	10.8	59.2		
Socio-Economic Status									
Subsidized meals	140	100.0	19.4	54.3	21.7	4.7	45.7	Yes	Yes
Full-pay meals	94	100.0	6.5	48.4	26.9	18.3	76.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	234	99.6	41.2	38.9	14.0	5.9	19.9
Gender							
Male	116	99.1	38.2	40.0	15.5	6.4	21.8
Female	118	100.0	44.1	37.8	12.6	5.4	18.0
Racial/Ethnic Group							
White	190	99.5	37.2	40.6	15.0	7.2	22.2
African American	35	100.0	56.3	37.5	6.3	0.0	6.3
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	199	99.5	37.6	39.2	16.4	6.9	23.3
Disabled	35	100.0	62.5	37.5	0.0	0.0	0.0
Migrant Status							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	230	99.6	41.5	39.2	13.4	6.0	19.4
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	99.6	40.1	40.1	13.7	6.1	19.8
Socio-Economic Status							
Subsidized meals	140	99.3	50.0	34.4	11.7	3.9	15.6
Full-pay meals	94	100.0	29.0	45.2	17.2	8.6	25.8

Social Studies							
All Students	234	99.6	30.3	43.9	19.9	5.9	25.8
Gender							
Male	116	99.1	30.9	43.6	19.1	6.4	25.5
Female	118	100.0	29.7	44.1	20.7	5.4	26.1
Racial/Ethnic Group							
White	190	99.5	27.8	46.1	19.4	6.7	26.1
African American	35	100.0	40.6	37.5	18.8	3.1	21.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	8	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	199	99.5	26.5	43.9	22.8	6.9	29.6
Disabled	35	100.0	53.1	43.8	3.1	0.0	3.1
Migrant Status							
Migrant	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Migrant	230	99.6	30.4	44.2	19.4	6.0	25.3
English Proficiency							
Limited English Proficient	9	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	225	99.6	29.7	44.8	19.3	6.1	25.5
Socio-Economic Status							
Subsidized meals	140	99.3	39.8	40.6	18.0	1.6	19.5
Full-pay meals	94	100.0	17.2	48.4	22.6	11.8	34.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	80	100.0	6.3	26.3	51.3	16.3	67.5
	4	73	100.0	26.0	53.4	20.5	N/A	20.5
	5	87	98.9	17.4	61.6	20.9	N/A	20.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	81	100.0	6.7	22.7	60.0	10.7	70.7
	4	84	100.0	13.6	42.0	39.5	4.9	44.4
	5	69	100.0	28.8	53.0	18.2	0.0	18.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	80	100.0	5.0	61.3	22.5	11.3	33.8
	4	73	100.0	20.5	53.4	17.8	8.2	26.0
	5	87	98.9	26.7	45.3	22.1	5.8	27.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	81	100.0	10.7	58.7	22.7	8.0	30.7
	4	84	100.0	13.6	39.5	30.9	16.0	46.9
	5	69	100.0	18.2	59.1	16.7	6.1	22.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	81	100.0	20.0	58.7	14.7	6.7	21.3
	4	84	100.0	45.7	25.9	18.5	9.9	28.4
	5	69	98.6	60.0	32.3	7.7	0.0	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	81	100.0	13.3	46.7	29.3	10.7	40.0
	4	84	100.0	25.9	48.1	21.0	4.9	25.9
	5	69	98.6	55.4	35.4	7.7	1.5	9.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 454)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.5%	Up from 2.4%	3.4%	3.0%
Attendance rate	96.1%	Up from 95.9%	96.3%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.7%	Down from 11.3%	4.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.8%	Down from 7.5%	3.7%	3.2%
Eligible for gifted and talented	8.8%	Down from 10.6%	12.2%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.6%	Up from 9.7%	9.4%	8.2%
Older than usual for grade	0.9%	Down from 1.2%	1.0%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	66.7%	Up from 62.5%	52.8%	52.6%
Continuing contract teachers	78.8%	Down from 90.6%	85.5%	83.3%
Highly qualified teachers	90.3%	Down from 93.1%	94.2%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	86.0%	Up from 84.7%	87.7%	87.0%
Teacher attendance rate	95.6%	Down from 96.6%	95.0%	95.0%
Average teacher salary	\$42,536	Up 4.1%	\$41,537	\$41,703
Prof. development days/teacher	11.9 days	Down from 15.2 days	13.5 days	12.8 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.5 to 1	18.6 to 1	18.8 to 1
Prime instructional time	89.6%	Down from 90.4%	89.2%	89.8%
Dollars spent per pupil*	\$5,826	Up 5.8%	\$6,049	\$6,242
Percent of expenditures for teacher salaries*	63.1%	Down from 66.3%	64.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.8%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Being a Title I school, Chesnee Elementary is serving one of the county's most unique communities. Being located in the center of a small town, our focus is a positive and nurturing environment to assist in building a strong foundation for our future citizens.

To help the students both academically and socially, the faculty uses a variety of strategies to promote growth and development. To enhance the fine arts program, students participated in the third annual drama production. The school has a partnership with the Boys and Girls Club of Spartanburg to operate a year-round program for students. The club provided participants with both academic and social training in a fun-filled, caring, and supportive environment. Our children are involved in the research-based "100 Book Challenge Program." The Dolly Parton Imagination Library is a program that targets preschool children. Chesnee Elementary School has successfully implemented after-school clubs to help develop individual student interest. Reading is Fundamental continues to provide the students with quality children's books. In addition, books are given to our students, as well as preschoolers at family nights.

As determined by our Title I survey data, parents are excited about the various aspects of the school's educational programs. Chesnee Elementary School continues to serve the community as a Red Carpet school, a recognition received from the State Department of Education.

The school staff, PTA, and volunteers worked together to promote parental involvement. Six PTA meetings, enhanced by student programs, were conducted throughout the year. Participation in the three family nights designed to help parents understand how to academically assist their children, exceeded school attendance projections. The organized volunteer program continues to be a tremendous success. The increase in parents' participation is one contributing factor that has enhanced student performance.

The teachers and staff continue to improve their teaching skills and strategies. Our teachers are eagerly working with our new math coach to develop and refine math strategies to be used in the classroom. The teachers recognize the importance of professional growth in helping them improve their students' performance.

Chesnee Elementary School will continue to focus on the current programs, as well as to seek new strategies to help further mold the students into intelligent, well-mannered, and caring citizens.

Robert P. Ledford, Principal
Jeana Harris, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	31	63	56
Percent satisfied with learning environment	100.0%	84.1%	82.1%
Percent satisfied with social and physical environment	96.7%	87.3%	74.1%
Percent satisfied with school-home relations	93.3%	90.5%	62.5%

*Only students at the highest elementary school grade level at this school and their parents were included.